R E P O R T R E S U M E S

ED 010 745 RC 000 740

ORAL EXPRESSION, REMEDIAL SPEECH AND ENGLISH FOR THE MIGRANT CHILD, GRADES ONE - TWELVE.

BY- SHIELDS, VIRGINIA
COLLIER COUNTY BOARD OF PUBLIC INST., NAPLES, FLA.

EDRS PRICE MF-$0.09 HC-$0.92 23P.

DESCRIPTORS- #REMEDIAL INSTRUCTION, #ORAL EXPRESSION, #MIGRANT CHILDREN, LANGUAGE DEVELOPMENT, BILINGUAL STUDENTS, NON ENGLISH SPEAKING, ELEMENTARY GRADES, JUNIOR HIGH SCHOOLS, SENIOR HIGH SCHOOLS, REMEDIAL PROGRAMS, SPEECH INSTRUCTION, ENGLISH, ENGLISH (SECOND LANGUAGE), FRIES AMERICAN ENGLISH SERIES, MIAMI LINGUISTIC READERS, NAPLES

THIS DOCUMENT ANALYZES A PROGRAM OF ORAL EXPRESSION, PROVIDED IN COLLIER COUNTY, FLORIDA, TO ASSIST MIGRANT CHILDREN IN (1) SPEAKING ENGLISH FLUENTLY, (2) USING WORDS CORRECTLY, (3) DEVELOPING CORRECT SPEECH HABITS, AND (4) ENCOURAGING SPEECH AND LANGUAGE INTEREST ALONG WITH SELF-EVALUATION AND IMPROVEMENT. DISCUSSED ARE THE PROGRAM'S GOALS AND THE MATERIALS USED, THE "MIAMI LINGUISTIC READERS" AND THE "FRIES AMERICAN ENGLISH SERIES." THE PUBLICATION PRESENTS OUTLINES WHICH INCLUDE LANGUAGE DEVELOPMENT, CHORAL READING, AND SPEAKING EXPERIENCES DEVELOPED FOR THE LOWER ELEMENTARY GRADES (1-3), THE UPPER ELEMENTARY GRADES (4-6), THE JUNIOR HIGH GRADES (7-8), AND THE HIGH SCHOOL GRADES (9-12). FUNDAMENTALS OF SPEECH ARE SUBSTITUTED FOR CHORAL READING IN THE HIGH SCHOOL GRADES. (RB)

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Oral Expression

Remedial Speech & English for the Migrant Child

Grades One - Twelve

Migrant Program

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OFFICE OF EDUCATION

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RC 000 740

Program of Oral Expression

Remedial Speech and English for the Migrant Child

The Program of oral expression will be regularly scheduled classes, supplementary to English courses, etc., that will provide the migrant child with a more extensive opportunity for oral expression.

The purpose of this program is to assist the migrant student in:

Using English fluently
Correct usage of words
Developing correct speech habits
Encouraging speech and language interest along with self-evaluation and improvement.

Tests will be given to determine degree of inability to speak English, competence in oral communication, and any possible speech defects due to emotional and organic disorders. Classification of students will follow these results.

Oral expression classes will be practice periods in speech that will consist of language development (English for the Spanish-speaking), choral reading, and speaking experiences. Fundamentals of speech will be included in classes for high school students, with the elimination of choral reading.

Duration of class period will depend upon availability of time in each school.

This program is designed to assist the migrant child in the ability to communicate effectively and will, therefore, be beneficial in all other courses during the year.

Included in the following pages is an outline of the Oral Expression Program for Migrant Children in Grades 1-12. The procedure given here will vary according to the number of migrant children in each school, duration of class period, and the more prevalent needs of each group of students.

GOALS OF ORAL EXPRESSION PROGRAM

Developing the migrant student's competencies in oral language so that he will:

Use language suitable to purpose, setting, and audience.
Understand the structure and form of language and apply this knowledge in speaking.
Master the components of effective oral communication:

Distinct pleasing voice
Clear enunciation
Wide vocabulary, precisely used
Pointed, conclusive discussion
Attentive, evaluative listening

Notice the sequence, relative importance, authenticity and bias in spoken ideas.

Use oral reading to communicate ideas and to express their reactions to literature.

React sensitively to the beauty and power of language.

React appreciatively to melody and rhythm in poetry and prose.

Accept social and regional differences in others' speech without ridicule or rejection.

React in words rather than gross physical activity.

Expected outcome of the speech program for the migrant student:

Effective use of the English language in the daily affairs of life.

Wholesome personal development, unhampered by inadequate speech.

Competent use of language and reading for future vocational purposes.

Social sensitivity and effective participation in the group life.

Development of a growing intellectual curiosity and a capacity for critical thinking.

Habitual and intelligent use of the many modes of communication.

Tape-recording will be used extensively at all levels; for teacher evaluation of progress and problems, and for student self-evaluation.

Recordings will be useful in:

Considering the fluency and flow of language.
Considering effective phrasing and emphasis.
Checking accuracy of consonant and vowel production.
Helping students and teacher evaluate progress.
Identifying other voice problems for speech correction.

LANGUAGE DEVELOPMENT

Language development will consist of English language assistance with the use of the Dade County Bilingual Program; teaching English as a second language. The Bilingual Program will be available to all students, grades one through twelve, who need assistance in learning the English language.

Students will be classified according to degree of inability to speak English and placed in the particular section of the Bilingual Program that suits the needs of each.

In grades 1-3, and possibly 4 in some schools, the Miami Linguistic Readers will be used. These are specially designed to meet the needs of bilingul and culturally disadvantaged pupils at the lower elementary level.

From grades 4-12, the Fries American English series will be used. This series includes a section for the non-English-speaking student and a section for the student with a non-standard control of English.

Special classes of systematic language practice will be available for those students who indicate a need for additional assistance. Referrals will be left to the discretion of the individual teacher.

The goal of this program is to have non-English-speaking pupils develop a sufficient and acceptable command of English, in the shortest period of time, so that they may participate fully in the regular school program at their particular grade level. This program should help, also, the educationally and culturally deprived English-speaking children who may come from a background of poor speech and reading habits.

The adoption of the Dade County Bilingual Program is for the purpose of teaching English as a second language to non-English speaking migrants and migrants with a non-standard command of English.

Thrcugh these books the Dade County Program utilizes the "Oral Approach". The pupils receive their initial contact with the material through the ear.

After the pupils have practiced listening to and saying a given body of language content, they strengthen their control of it by practicing it in reading and writing situations.

This "Oral Approach" requires that the pupils' first contact with the English expressions be through hearing and speech and that in the early stages of learning the language these expressions be thoroughly mastered so that they can be freely produced orally.

Learning a language demands a thorough mastery of the basic structural signals - such a thorough mastery as can be demonstrated only by oral production. It is these basic structural signals that they books of these series cover.

Books One and Two of the Fries American English series are intended for pupils ranging in age from about ten to fourteen years (grades four, five and six.) The remaining books of the series are intended for use at the secondary school level.

The Units are developed around a systematically arranged sequence of the basic and fundamental patterns of American English. When a pupil can use these patterns freely, he will have control over the most essential features of the structural system of the language. Aids to the achievement of acceptable English pronunciation are provided in the teacher's guide. The vocabulary items used to operate the structural patterns were chosen in accordance with the age and the interests of the pupils for whom the units are intended. Review practice is systematically provided for within the various units.

The rate of progress of a class will depend,among other factors, upon the ability of the pupils, the length of the class period, the interest of the learners, and the number of pupils in the group.

In developing the activities and practice exercises, an effort was made to set up communication situations that would be as natural and realistic as possible. The listening-speaking activities are made meaningful by utilizing the pupil's real environment. He talks about the people he knows and the things around him. In the reading sections the content deals with matters which will inform pupils about the people and the way of life in the United States.

The Miami Linguistic Readers series is designed to help teach beginning reading to pupils whose pre-school language was other than English and to those who are culturally disadvantaged.

The content of these materials deals with the things which are truly interesting to children and are so selected and organized that they will enable the learner to achieve success as he progresses through the materials. They will provide the pupils with systematic practice on the essentials of language. The pupils practice listening to and speaking the content to be read before they read it. They later reinforce the oral and reading practice by writing.

The Miami Linguistic Readers series consists of pupils' books, "big books", seatwork booklets and teachers' manuals. The pupils' books correspond to the pre-primers, primers and readers of other developmental reading series. The "big books" provide charts for inducing language practice and for focusing on reading problems which need special attention. The seatwork booklets provide writing activities that will reinforce oral expression and reading, and the teachers' manuals describe activities for language, reading and writing practice.

The language practice takes account of the fact that bilingual and culturally disadvantaged pupils are in the process of mastering standard English as well as learning to read. The activities related to reading, while emphasizing the acquisition of reading and study skills, provide additional systematic language practice.

The pupils' books deal with content which time has shown is truly interesting to children. They encourage children to develop a love of books and reading. The language used in the stories reflects the natural forms of children's speech. The reading activities throughout tend to help the pupils reinforce concepts and establish meanings. Pupils are also helped to relate the experiences they read about to their previous store of real or vicarious experience and to acquire a system of desirable attitudes and values.

The Miami Linguistic Readers feature:

A built-in audio-lingual program

Systematic presentation of the patterns of phoneme-grapheme correspondence

Cross-cultural, high interest content written in the natural language of children.

Systematic listening, speaking, reading, and writing of the basic grammatical patterns of American English

Controlled, sequential presentation of grammatical structures and vocabulary in reading

Special attention to pronunciation difficulties

Systematic practice in reading by structures

Primary attention to the skills involved in the process of reading

Grading and organization which constantly reinforce the pupils' developing skills

Introduction to the Bilingual Program - taken from the Miami Linguistic Readers and Fries American English Series.

Lower Elementary Grades 1-3

Desirable Aims for Lower Elementary Grades

Oral Expression

1. Clear talking is necessary to good communication.
   Student speaks with good articulation and pronunciation.

2. It is important to tell happenings in order.
   Student reports experiences in order, easy to follow.

3. Conversation requires as much listening as talking.
   Student listens with interest to others.

4. Listening carefully helps one understand.
   Student repeats accurately directions or important facts.

5. Listeners are more attentive when the topic interests them.
   Student sticks to subject; avoids starting over and over again.

6. Dramatization is a clear and lively way of telling a story.
   Student participates in acting out poems and stories (self-expression).

Speaking Experiences:
(Provide for uninhibited oral expression.)

1. Showing and telling
2. Reporting on an experience
3. Conversation
4. Planning period
5. Creative stories
6. Stories dictated to teacher (writing is talk, translated into letter symbols)
7. Dramatic play
8. Nursery rhymes and other poems
9. Choral reading
10. Giving simple directions, instructions, and explanations

Speaking experiences are to be carried out in an informal and friendly atmosphere, in order to promote an easy, natural desire to relate ideas and information to others.

1. Showing and telling: Child can bring a possession from home, or display something from school that suits his interest - a familiar, or well-loved object, picture, etc., will be easy to talk about.

2. Reporting on an experience: Children talk most effectively about things they know best. Relating personal experiences is an especially important type of language learning at the primary level.

3. Conversation: Opportunities should be provided for children to talk informally - possibly while drawing, looking at books, etc.

4. Planning period: As children find opportunity to talk and plan together in cooperative enterprises, they should gain in language. Goals and objectives can be set up by the teacher and carried out or planned by the students.

5. Creative stories: (Story telling on part of both student and teacher.) An atmosphere of informality will usually invite exercise of the imagination. (The problem here may be to deal tactfully with young children's natural tendency to ramble.)

6. Stories dictated to teacher: Child can enjoy seeing his words written down for group use, and he also has pride in seeing his speech go into "permanent" form. He sees that writing is talk, translated into letter symbols. He may also begin to sense the inter-relationship existing in thinking, speaking, writing, and reading; listening for evaluation also comes into the picture. (Teacher should use language and ideas of the child.) The tape recorder can be used at a later time, when the child becomes less afraid to speak.

7. Dramatic play: Situations in reading, literature, etc., take on life as children act them out. Young children find it very easy to play pretend, to identify themselves with the characters they represent.

8. Nursery rhymes and other poems: Through repeating for fun the favorite rhymes, jingles and short poems that are loved and familiar, children learn the satisfaction of performing with others in a heart-warming experience. Action poems provide a good way to begin. Unison and response patterns pave the way for more formal efforts in choral speaking.

9. Choral speaking: Through choral reading, each child soon learns the sound of his own voice. Fear of speaking becomes less evident when a person knows his own voice well. Along with this value comes understandings of meaning, rhythm and mood.

10. Giving simple directions, instructions, and explanations: Sentence sense, clarity, organization of ideas, precision in word choice, as well as attentive listening, can be encouraged by repetition of these given both by teacher and students.

Additional Activities:

Exposition

Explaining how to do something, how to go somewhere, special occasion talks (in honor of person or special day).

Suggestions that will be applied in the oral expression classes at the lower elementary level:

1. Provide experiences for the child to talk about.

2. Provide a favorable climate where all children are accepted and encouraged to express their ideas without fear.

3. Provide a physical set-up which will encourage oral exchange by informal grouping of chairs, by ease of arrangement, by availability of things to hold and talk about.

4. Provide an abundance of socializing experiences in which children are allowed to talk as they work and play together.

5. Emphasizing the social aspect without over-concentration on "good" usage.

6. Making corrections tactfully in order to avoid embarrassment to the child.

7. Giving encouragement and praise for efforts made.

8. Allowing the child time to grow.

Upper Elementary Grades 4-6

Desirable Aims for Upper Elementary Grades

Oral Expression

1. Voice should show meaning and feeling:
   Student interprets meaning by tone, volume and inflection.

2. People must hear easily in order to listen well.
   Student projects voice well, enunciates clearly, pronounces well.

3. Speaking clearly and well shows self-respect and respect for others.
   Student has poise, confidence, respectful manner.

4. Listening carefully and courteously is important for information and enjoyment.
   Student recalls information heard; understands rhyme, rhythm.

5. A good report takes careful preparation.
   Student gives well-planned report - visual aids.

6. Choral reading can be exciting and enjoyable.
   Student reads and memorizes poetry, etc., for individual and group use, understands meaning.

7. Standard good usage should be the goal in speaking.
   Student avoids illiterate usage, "and -a", and run-on sentences.

8. Establishing standards or goals as a measure of performance helps plan progress.
   Student identifies goals for oral work.

Speaking Experiences:
(Provide for uninhibited oral expression)

1. Extension of informal expression
2. Classroom discussion
3. Committee work and reports (parliamentary procedure)
4. Interviewing
5. Formal reports
6. Panel discussions
7. Interpretive reading
8. Role-playing and dramatization
9. News discussion

Self-evaluation and improvement should have more and more emphasis as the child develops and as life broadens. The child is encouraged to set his own goals and promote his own growth in oral expression.

Speaking Experiences: Upper Elementary

1. Extension of informal expression:

   Conversation, discussion, directions, instructions and explanations are a vital part of the oral language program - participation in such activities will increase language interest and facility.

2. Classroom discussion: (All offer excellent disciplined activity.)
   a. Thinking aloud
   b. Investigating orally
   c. Summarizing in speech
   d. Evaluation vocally

3. Committee work and reports: Through committee activities pupils have opportunity to learn the basics of group dynamics:
   a. Emerging leadership
   b. Importance of participation
   c. Value of recording fully and accurately
   d. Desirability of consensus
   e. Problem solving

   The business-like way of conducting deliberations can illustrate the democratic process in action. This activity also teaches poise and efficiency.

4. Interviewing: A speaking experience which requires and teaches planning, courtesy, accuracy in recording data, utilization of material, etc.

5. Formal reports: One of the most common forms of the prepared talk -
   a. Copying and reading does not constitute a report.
   b. Reports carefully and thoroughly prepared but not memorized or read.
   c. Setting up purpose and a list of questions to be answered in his talk will assist the reporter in presenting information in an unstilled and conversational manner.
   d. Use of charts, graphs, pictures, etc., will assist the student in holding the interest of his audience.
   e. Credit to references and to quoted authorities must be given.

6. Panel discussions: Upper Elementary

   Students benefit from experience in sharing responsibility on a panel. Dividing and conquering a broad subject in this way promotes confidence in the ability of each to do his share, creditably, and the factof physical company in a formal situation lends security.

7. Interpretive reading: In personal and choral work the older student reflects analysis of meaning and mood, imaginative phrasing and modulation.

8. Role-playing and Dramatization:
Constructions of original dialogue and role-playing in a social situation are two outlets for the student's interest in make-believe on a different level. In addition, the activities provide acting skill of use in the more stylized dramatization of appeal in the upper grades.

9. News discussion:
Standards set up requiring attention to details and necessity for sufficient facts. Encourages an interest in current events and requires thorough examination of events. No hit or miss analysis.

Junior High

Grades 7-8

This program will be geared to helping the student recognize the value of effective and proficient speech. Students will be encouraged to develop and use increased proficiency as a continuous process.

Classes will be held as practice sessions in speech that will consist of Language Development (English for the Spanish-speaking), Interpretive Choral Reading, and Speaking Experiences.

The English language assistance for this level will consist of the use of the Fries American English series; with classification of students according to degree of inability to speak English.

Speaking Experiences:

1. Practice Exercises (Diction):
   Use of practice sheets for correct diction and proper use of vocal mechanism.

2. Classroom Discussion:
   Thinking aloud, investigating orally, summarizing in speech, evaluation vocally offers excellent disciplined activity.

3. Parliamentary Procedure:
   The business-like way of conducting deliberations can illustrate the democratic process in action. This activity also teaches poise and efficiency.

4. Interviewing:
   A speaking experience which requires and teaches planning, courtesy, accuracy in recording data, utilization of material, etc.

5. Book Reviewing:
   Talking over and reporting on independent reading selections for mutual enjoyment will encourage an interest in reading and will involve expressing what one reads. Induce more comprehensive reading habits.

6. Formal Reports:
   One of the most common forms of the prepared talk. Requires careful and thorough preparation.

7. Panel Discussions - Debating:
   Students benefit from experience in sharing responsibility on a panel. Dividing and conquering a broad subject in this way promotes confidence in the ability of each to do his share. In debating, teams will be formed and the various methods of organized debate will be used. Existing competition will increase interest and effort.

8. Interpretive Reading:
   The reader should interpret the full meaning of what he reads and should also make his reading satisfactory and pleasurable to his audience. When one interprets, he is attempting to re-create for the audience, as nearly as he can, real experience as revealed by the author.

9. News Discussion:
   Encourage an interest in current events and requires a thorough examination of these events. No hit-or-miss analysis. Standardsset up requiring attention to details and necessity for sufficient facts.

10. Dramatic Activities:
    Student participation in group role-playing activities. Learns to identify himself with the character he represents - promotes greater interest in effective oral expression.

Senior High

Grades 9-12

Advanced Oral Expression

High School

Oral Expression Program:

Regularly scheduled classes supplementary to English, etc., that will provide more advanced study in speech, and opportunity for student participation in oral expression.

Oral expression classes in the high school curriculum will be practice sessions in speech that will consist of Language Development, a study of the Fundamentals of Speech, and a wide variety of Speaking Experiences.

1. Language Development

English language assistance for migrants showing inability to speak fluent English. (Fries American English series.)

Wide vocabulary, precisely used

Correct pronunciation

Practice in correct pronunciation of consonants and vowels, essential for effective and understandable speech.

2. Fundamentals of Speech

A study of the essentials of effective speaking, such as:

Delivery: Posture, gesture, audience contact, etc.
Improving voice quality: Vocal quality, physical requirements for a good speaking voice, etc.
Vocal Variety: Variable attributes, rate, force, pitch, emphasis, etc.
Speech composition: Wording, material, types, speeches.

Diction: Clearness and correctness of speech: articulation (exercises), problems of connected speech, thought groups - stress, incompatability of speech sounds.

Voice: The effective voice, voice analysis, characteristics of a good voice, breathing for speech, resonance in the voice, variety and expressiveness, voice and personality.

3. Speaking experiences: Providing opportunities for students to participate in activities that will develop self-expression, accuracy, poise, and self-confidence.

   a. Formal reports: Require careful and thorough preparation. Active participation by student in a well prepared report given in an informal talk.

Speaking Experiences ...

b. Book reviews: Encourage comprehensive reading and a more extensive interest in books. Involves expressing what one reads.

c. Panel discussions: Students benefit from experience in sharing responsibility on a panel. Dividing and conquering a broad subject in this way promotes confidence in the ability of each to do his share. Pointed, conclusive discussion will be required.

d. News discussion: Participation by the entire class. Will encourage a greater interest in current events and requires a more thorough analysis of these events. Standards set up requiring attention to details and necessity for sufficient facts.

e. Parliamentary procedure: The basic rules in parliamentary procedure will be covered. The business-like way of conducting deliberations can illustrate the democratic process in action. This activity also teaches poise and efficiency.

f. Interviewing: A speaking experience which requires and teaches planning, courtesy, accuracy in recording data, utilization of material, etc.

g. Interpretive Reading: Student learns to use his speech effectively in reading. Individual participation in reading activities to develop the ability to express the full, rich meaning for the audience.

h. Dramatic Activities: Provide an opportunity for students to participate in activities that will encourage an interest in effective oral expression. Also promotes a spirit of working together toward a common goal.

i. Speaking Contests: Group participation in a speaking activity utilizing competition as an inducement for additional effort. (To be used following mastery of many of the other activities.)

j. Debate Participation: Requires specific attention to details, sufficient facts, careful organization and presentation, comprehensive listening ability, and rapid analysis of facts presented by opposition. This activity will encourage disciplined study and presentation.